Musket

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Members of the Mixed Chorus perform at the "Seasonal Concert" on December 16.

Photo by Brad Heald

Chorus and Orchestra Hold "Seasonal Concert"

by Aravind Mani

The Lexington High School Mixed Chorus and Orchestra opened the school year with their first concert on December 16, 1992. "A Seasonal Concert" is an annual event that features the Hallelujah Chorus from "Messiah" with alumni guest chorus members.

The orchestra was lead by the string section and featured performances by sophomore concertmaster Homer Hsu, junior assistant Susan Parks, on the violin, and senior principal cello player Matthew Lippert. The LHS String Orchestra was the main highlight, with the wind and brass sections accompanying for the second half of the show.

Senior flutist Mike Hsieh commented, "As a full orchestra we had only eight or ten rehearsals. But the strings and the winds have been practicing on their own for a while. It all came together very quickly for us."

For the Mixed Chorus this performance has traditionally been a focal point in the concert season. Senior Jessica Van Nostrand remarked, "The first chorus concert of the year is always important because it sets a standard for the performances through the whole year." And judging by the number of people in attendance, it will be an excellent year for the music department.

Before the concert, chorus members expressed some doubt as to their ability to sing well in a foreign language. "Everyone said that we wouldn't be able to pull through a lot of the songs because they were in a foreign language, but I think we did a good job making it through the program," commented senior chorus member Tanya Frank.

"We tried very hard to keep the songs in the original language because it sounds better. We wanted the composer' original intents with the words," added chorus director Sandi Peaslee.

She added, "I am very proud of the way the kids performed."

The concert was particularly notable because this year's chorus will be the last one directed by Peaslee who will be retiring at he end of the school year. Several chorus member expressed a desire to perform well "for Ms. Peaslee."

Carousel Draws Large Audience

by Erin Carlson

The Lexington High School Drama and Music departments presented their production of the musical *Carousel* on December 10, 11, and 13. Despite inclement weather, the show was a great success.

The show was written in the 1940's and centered around a carousel barker named Billy Bigelow, played by senior Michael Butler, who attempts to rob a ship's captain to support his wife and his soon-to-be-born child.

Julie Jordan, Bigelow's abused wife, was played by senior Tanya Frank. Much of the plot involved interaction between these two main characters.

> "We achieved what we were striving for. The acting brought life to the script given the hoakiness of the material."
>
> —*Senior Sylvia Sellers*

Senior Sylvia Sellers played the jealous and vicious Mrs. Mullin, Billy's former employer, who employs devious tactics in her attempt to steal Billy back from Julie. Jigger Craigin, played by sophomore Jonas Woolverton added to the chaos of Julie's life. Jigger's antics, as the no-good friend who is always in some sort of trouble, drew the audience to the climax in which Billy takes his life.

The Thursday performance was interrupted mid-show by a fire drill. "It was unfortunate," commented senior pit orchestra member Matt Lippert, "It was very cold outside."

Yet, the chilling temperatures did not freeze the talent of the cast. Lippert added that after the fire drill "everyone was loosened up." Success would have been sweeter, however, had it not been for the snow on Saturday.

Audiences seemed pleased by the performance, although many seemed disturb by the somewhat-sexist content of the plot. Junior Yung Tse remarked, "It was very entertaining and aesthetically pleasing. The acting and choreography were great, but the plot was rather shallow."

In fact, "offensive" was a word used to describe the plot by several audience members "[The cast] did the best they could with a weak plot," commented junior Katie Gardner.

"The cast did their best", commented Director Steven Bogart. He added, "We achieved what we were striving for. The acting brought life to the script given the hoakiness of the material." Senior cast member Sylvia Sellers added that the "energetic cast gave the shallow script depth and lent credibility to the tacky parts."

Despite the superficial plot, "It came out well," commented Lippert. However, he felt that it was too bad that the plot didn't have more substance and deeper characters.

Cast members were also pleased by their performance. Sellers was impressed by the closeness of the cast. She said that it was "a joy to see so much unity and closeness among the cast."

There were many problems reported Sellers. Some of these included a snowstorm and a mid-show fire drill. However, Sellers commented, "The incredible unity [of the cast] helped us to succeed.

In fact, senior pit orchestra member Vivian Chao believed that this was one of the school's better performances. She commented that the Pit Orchestra "did a good job of staying out of the way of the cast."

Chao seemed to think that Mrs. Peaslee was impressed. "This was the first year that she didn't yell repeatedly that we were playing too loud."

Nuclear Scientist Speaks

by Offer Egozy

On Wednesday December 9th in the Lexington High School auditorium, nuclear scientist Henry Linschitzi, professor emeritus of chemistry at Brandeis University in Waltham, gave a lecture on nuclear fission. Dr. Linschitzi, one of the masterminds behind the Manhattan Project, spoke about the actual creation of the atomic bomb and the current problems involving nuclear proliferation. Following the lecture there was a question and answer period in which the dozen or so students that remained asked about the psychology behind building the bomb.

Henry Linschitzi was a group leader in charge of building the detonation system used in the atomic bomb. He worked at the Los Alamos site. Since then he has been working to promote arms control and world peace as part of the Scientists Peace Movement. Currently, he studies the benefits of solar energy as an alternative to fossil fuel dependency in his lab at Brandeis.

The lecture began with an overview of the general technological background of the early forties, the time of the Manhattan Project. Linschitzi briefly explained how neutron addition to certain elements can create new elements. Then he began his explanation of nuclear fission. Principles such as critical mass and chain reaction were brought forth by Linschitzi. He explained the process of enriching uranium through the use of a high speed centrifuge, a process Iraq attempted to duplicate. Dr. Linschitzi finally simplified the atom bomb making process into two forms: the isolation of enriched uranium and the extraction of Plutonium through a setup involving uranium and carbon.

Following the simplified fission explanation Linschitzi shared slides and stories of his experiences during the Project. He showed pictures of Oak Ridge, Tennessee; Hanford, Washington; Los Alamos, New Mexico; and other sites key to the creation of the first atomic bomb.

One of the stories that Linschitzi recounted was of the first test of the atomic bomb. The test occurred in New Mexico. The bomb was placed on a one-hundred foot high tower and was then dropped. Linschitzi stood twenty miles away from the site. Even with this immense distance separating him

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Gender Equity, AWSOM Begin To Confront Sexism

by Kit Connolly

A Committee on Gender Equity, consisting of students and teachers, was recently formed at LHS to deal with issues of gender differences at the High School. There are two student organizations currently represented on the committee: Students Advocating Gender Equity (SAGE) which is run by seniors Susan St. Pierre, Amy Lang, and Sylvia Sellers, and AWSOM (Association of Women in Science or Math) which is run by seniors Shana Seldin and Linda Warren.

Senior Amy Lang commented, "The committee's two main goals are to increase female enrollment in higher level math and science courses and developing a sexual harassment policy for the school."

The committee is chaired by Assistant Principal for Student Affairs Larry Robinson. Other members are Director of Curriculum and Evaluation Carol Pilarski, Superintendent of Schools Jeffrey Young, and many LHS faculty members. The other representatives include members of the Lexington chapter of NOW (National Organization for Women)

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Seniors Amy Lang, Sylvia Sellers and Susan St. Pierre head SAGE (Students Advocating Gender Equity).

Photo by Gillian Grant

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Members of the Lexington High School Student/Faculty Senate ponder over the sophomore magazine drive.

Photo by Hannah Neumeier

SBC Debates Fairness Init.

by Paul Abbott

This fall the Lexington High School Site-Based Council entered its third year of existence. LHS students on the council are senior Matt Lippert, junior Jenny Wallace, and freshman Erica Dahlin-Lee. Although the Council only meets twice a month, many issues have already been discussed during their meetings.

The first issue being dealt with is the Fairness Initiative, which is currently being researched by a subcommittee of the council. The Fairness Initiative is a movement brought about by concerns that some students are being treated unfairly at LHS. Although the initiative is under constant change, two issues have emerged at the forefront of debate. Firstly, some members of the council are concerned that Level 1, 2, and 3 classes are not receiving proper and equal attention when compared with honors-level courses. There has been discussion as to how individual departments could deal with the specific needs of students.

The Fairness Initiative deals with social issues as well as academic issues. The second key subject of discussion has concerned why students, especially new and minority students, have trouble fitting in at Lexington High School.

Another issue dealt with by the council was student evaluation of teachers. This particular issue has faced great discussion over which questions should be asked and in what way. However, the Council seems very close to finalizing the evaluation.

Senior council member Matthew Lippert commented, "[The resolution] is a good idea, and now in good shape. I expect that I will be finalized soon."

A third issue that has recently been discussed by the council is the "emotional-needs survey." Lippert commented that the survey will "find information on a wide variety of topics: sex, drugs, and all sorts of emotional problems." This topic has not been officially discussed at a meeting, but it will be discussed soon.

The purpose of the survey would be to establish definite numbers concerning numerous problems facing Lexington High School students. For example, the survey will explore condom usage at LHS. The council hopes to determine how many students are sexually active and, of that group, how many are currently practicing safe sex.

The final issue facing the council, as it has every year thus far, is to decide what its role should be. Freshman Erica Dahlin-Lee commented, "It is important to define what we are."

Ethics Code To Be Created

by Will Eisner

A committee to investigate the necessity of an ethics code at Lexington High School is being formed. The committee, which will consist of representatives from the administration, faculty, and student body, will discuss whether or not an ethics code needs to be created for the students of LHS.

According to Principal David A. Wilson, the committee is being formed partly in response to a concern on the part of the administration that there may be a need to "relate [the administration's] expectations in terms of what is cheating and what is not cheating."

Wilson added that the committee is also being formed in response to an event that occurred at the end of last school year. Several underclassmen stole a set of room keys from a custodian and used the keys to enter a locked class room and then stole a final exam.

History teacher Mary Gillespie was one of the teachers whose exam was stolen. According to her, the test, which was to be the final exam for several sophomore-year world civilization courses, was taken and then distributed the day before the exam was to be held. A new exam was created that evening.

Gillespie, who will be part of the committee, commented on the need for an honor code, "We were concerned. There is no clear definition at the high school of what is cheating. We [teachers] talk around it and never really address the issue. I think we must." She added,"It is the only way to be fair to both students and teachers."

Last year, after the theft of the exam, many teachers were concerned with the level of punishment that the thieves received, which one teacher described as "very minimal."

The thieves were made to serve detention during the time the test was given, then they were given several hours of community service.

After the service, the students were allowed to take the exam. This brought criticism from many teachers.

According to Gillespie, the committee will be attempting to create a document that "defines for students and faculty what exactly constitutes plagiarism, cheating." She added, "It will define appropriate and ethical behavior, and how one should deal with inappropriate behavior."

The committee will be having its first meeting on January 20 at 2:45 P.M. in room 336. The meeting will be open to interested students.

The committee hopes to have produced a document by May or June and to have it finalized and distributed to the school community by September of next year.

Sexism Challenged

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and the League of Women Voters. "The committee members do a very thorough job of collecting and researching data. Sometimes, I'm afraid that we won't know when to stop collecting data and start solving problems," stated Lang.

Sellers, Lang, and St. Pierre started the group SAGE because "there was no appropriate outlet to deal with sexual harassment and no organization to deal with gender issues," commented Sellers. "Students do not know the proper procedure when confronted with harassment. The policy of the school is neither publicized, nor comprehensive." She added, "There is no place for victims to go for help." SAGE hopes to change this.

There is no definition of sexual harassment and no standard procedure a Lexington High School. "Students Advocating Gender Equity is mainly dealing with the sexual harassment aspect while AWSOM is more interested in female enrollment in math and science," explained St. Pierre. "We recently talked to Martha Queenin, the school social worker, about devising a sexual harassment policy that would define harassment and map out a procedure to deal with complaints," said St. Pierre.

When asked if she felt there were gender biases at LHS, St. Pierre responded, "From data previously looked at, it is clear that there are significant gender differences at LHS, particularly in the math and science departments."

Pierre added, "For example, the data suggests that in eleventh and twelfth grade, not only are girls much less likely to be enrolled in the highest level math courses, but they also receive a much lower percentage of A's than boys do."

The SAGE committee meets about once every three weeks and welcomes anyone who is interested in helping its cause.

For information on participation in any of these groups, students can contact Larry Robinson.

Correction-

Due to editorial error, the content of the upcoming ballot question concerning condom availability was misrepresented in the December 10 issue of the *Musket*. The correct wording of the question is: "Shall the Lexington School Committee continue its policy of providing condoms to students at Lexington High School without parental permission?"

Forum 21 Brings Scientist to LHS

Continued from page 1

from the explosion, a mile-wide blue spark was still visible. Protective glasses were the only things that prevented him from going blind even though he was twenty miles away. The desert in which the blast occurred melted and is now glass.

Afterward, Dr. Linschitzi collected his ideas on a large chart on which he compared the latent explosive power available under World War II to the current, massive amount of nuclear power being maintained. On the chart was illustrated a single dot in a box all surrounded by 100's of others.

The single dot represented the total amount of energy given off by all the weaponry used in World War II. All the surrounding dots represented the potential firepower available in the world today. In fact, one American nuclear submarine has five times as much power as all the bombs used in World War II. The United States currently owns thirty-one such submarines. Linschitzi commented, "[Current nuclear capability in this country is] total and complete madness."

> "Whoever got the technology first would win the war. Long-term calculations were not made."
>
> *—Professor Henry Linschitzi*

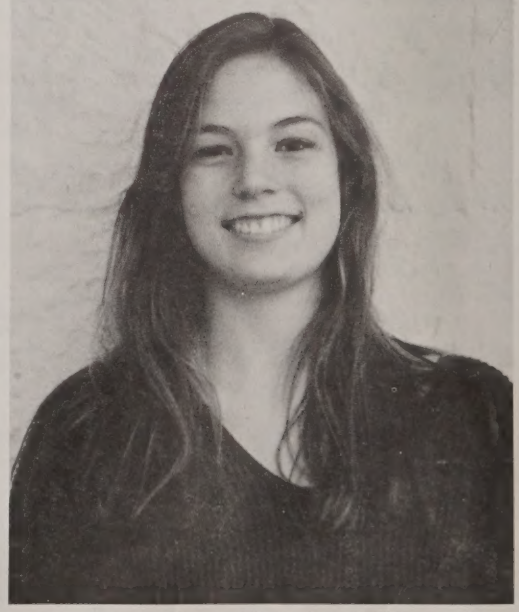
Linschitzi then went on to show the disproportional amount of money spent on defense by the United States government when compared with other spending areas.

During the question/answer period following the lecture, a student asked why the scientists built the bomb in the first place if they knew its potential for destruction. Linschitzi answered the question by backtracking to the Spanish War. During that war, Germany had begun systematically terrorizing towns and countries. At the end of that war, a "no holds barred" attitude had formed in Germany. This lead to Germany's air raids on Warsaw, Amsterdam, and London. "Bombing had become an accepted means of civilized warfare," commented Linschitzi. He continued, "That was one part of the equation; the nature of the mentality of the time." The second reason the bomb was built was the race America had against Germany. Linschitzi commented, "Whoever got the technology first would win the war. Long-term calculations were not made."

In the 1940's, scientists did try to educate the general community about the bomb. Unfortunately, the Scientist's Peace Movement failed due to, what Linschitzi called, "public paralysis." When presented with problems of the magnitude of nuclear war people tend to "paralyze". People decide they don't want to hear about "this dreadful stuff," and instead opt to let someone else deal with the problem. This, in Linschitzi's opinion, was how Ronald Reagan got away with the Strategic Defense Initiative. S.D.I. is a defense system that operates in outer space. If S.D.I. were deployed, the U.S. would have first strike capability. That is, we would be able to attack any other country first knowing that if they attacked back, we would have a suitable mechanism for protection.

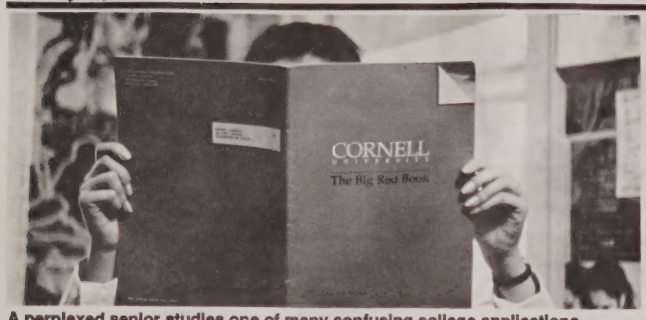
When presented with questions about proliferation, Linschitzi concluded that the only way to solve the threat is complete disarmament and blockage of uranium sources. The reason nuclear proliferation continues is not because there is a war to be fought. Fission was motivated by World War II and fusion was motivated by the Cold War. Right now there is no threat. According to Linschitzi, "The problem is the momentum that has formed." Linschitzi does, however, see hope in President-elect Bill Clinton's policies towards defense spending.

Dr. Linschitzi's lecture was made possible by the student led organization Forum 21. The group's aim is to bring speakers to Lexington High School to lecture about topics relevant to students' future professions in the twenty-first century. The group is led by its faculty adviser, history teacher Martha Zimmerman. Although currently comprised of only juniors the groups hope to recruit any underclassmen or seniors willing to participate. In the future, Forum 21 plans to bring several more speakers to the high school.



Junior Cristina Post is one of the leaders of LEAF, an environmental-awareness club.

Photo by Hadley Langosy



A perplexed senior studies one of many confusing college applications.

Photo by Hadley Langosy

Senior Crunch Hits

by Viviane Chao

After three and a half long years at Lexington High School, the class of 1993 is gearing up to get out. Beginning in September, a flurry of anxious seniors acquainted themselves with the surroundings of the Career Center and the always-friendly face of Mrs. Dorothea Russo. For the underclassmen who are not yet initiated in the ways of college admissions, the above statements are, of course, referring to E-House and the Registrar's Office, the hub of pre-college frenzy. Now that we've approached the height of the college deadline season, there is always a constant hum of "Did Mr./Ms. X write my recommendation yet?" and "What am I supposed to do with this form?!"

For those students lucky enough to have applied early decision and been accepted, the task of sending off a nice, neat package of yourself to colleges and universities nationwide, is over. But for the vast majority of seniors at LHS who have not yet finished their applications, burning the midnight oil to get that application done is the most common way to spend an evening. "Between homework and applications, I've been doing more work than I ever had in my life!" comments Senior Ryan McCarthy.

It seems that an endless pile of questions are attached to every application. Some applications are "user-friendly," however. For example, one university tries to relax the student with nice phrases that couch the question: "First of all, tell us what you'd like to study at X University," and "If any award or honor is especially important to you, tell us why." In opposition to these, is "Briefly indicate why you are applying to a particular division." Such differentiations can cause a student's stress factor to increase or decrease by drastic amounts!

Filling out college applications is an acceptable solution to avoiding homework. Many seniors have agreed that they would much rather pass an hour or two writing about their personal achievements and extracurricular activities then to have to face the wrath of another essay from Mr. Brown, Mrs. Maier, or Mr. Mechem! Especially Mr. Brown. Senior Rachel Marcus asks poignantly, "What's the point of doing homework if I'm not even going to get into college?!"

Others have a different view of the entire process. Senior Dan Yee advises one and all, "Life is short, sleep hard." Marcus adds, "For all juniors - take it from me, start your essays now!"

A Cappella Groups Continue Tradition

by Matthew Schick

This year's student-led *a cappella* singing ensembles, Shaken Not Stirred, the Madrigal Choir, the Pitchpipes, and Something Else all have at least one thing in common: they make music fun for the audiences.

"It's completely pressure-less, " says junior Mehran Khaghani, a member of both the Pitchpipes and the Madrigal Choir. "You get to hang out and sing, do some good music, and have fun while you're doing it. It's a really cool experience." Khaghani has been a member of both the Madrigals and the Pitchpipes for two years.

The Pitchpipes are a male *a cappella* group consisting of twelve vocalists led by student director, senior Hong Kwon. They rehearse two hours every Monday night and perform at several school concerts throughout the year, including the Fall Jamboree, the Spring Jamboree, and Pops. According to Khaghani, the time commitment isn't a problem. "You never really think to yourself, 'Oh my God, I'm spending way too much time on this' because it's just like you're hanging around with a bunch of friends."

> "You get to hang out, sing, and have fun. It's a really cool experience."
>
> —*Junior Mehran Khagani*

Hong Kwon was co-director of the Pitchpipes last year and has been with the group for three years. When asked what it was that encouraged him to join, he responded, "I had always loved the sound of a male *a cappella* group, and I wanted to be a part of one."

Something Else is the female complement to the Pitchpipes. This group has formerly been known as the Polyphonic Musical Sweeties (PMS), the Euphonic Twelve, and the Bobby Socks.

Seniors Susan Connor and Tanya Frank co-direct the group. Music is chosen in a very casual manner; if they like how it sounds, they either find or create an *a cappella* arrangement of the piece, and sing it. "We try to be democratic about the whole thing," says Connor, a four year veteran of the ensemble. "If somebody doesn't like a certain song, they tell us and we try to make amends."

"It makes such a difference if everyone gets along with each other and we can work really hard at the music. If we all like the music, it sounds so much better," she explains.

Tanya Frank describes Something Else as being a lot of fun. "It's a female bonding type thing: You're hanging around with some really cool people; there's lots of gossip that goes around; you like the songs you're singing."

Shaken Not Stirred, a mixed jazz *a cappella* ensemble, has had much success in musical competition in past years. They have won gold medals at both the Berklee and the All-State Jazz Combo and Choir competitions and were invited to sing at the Hatch Shell in Boston last May. Members of the group are all very enthusiastic about the experiences they have had. Hong Kwon, student director of the group, calls it "really serious and challenging musically, but at the same time, fun."

"Everyone loves jazz," says Tanya, a member of Shaken Not Stirred for the past three years. "It's fun for most of the people in it. It's the only group that's jazzy with neat rhythms." Junior Tina Deck joined Shaken Not Stirred for one reason only. "Jazz is what I do," she states.

The Madrigal Choir is the largest of the *a cappella* singing groups. The choir concentrates their efforts on classical music, especially from the Renaissance period. The eighteen members, consisting of sophomores, juniors, and seniors, rehearse twice a week under the guidance of choral director Sandi Peaslee. "It's basically a hip, co-ed group," says Khaghani. "We rent tuxes and get to go out and sing Christmas Carols at nursing homes. We do all kinds of gigs. And we get paid!" Smiling, he admits, "The money goes for the suits and whatever is left goes to the school, but it's still worth it."

Madrigal singer Tanya Frank adds, " It's great to sing something classical every once in a while. All the music is beautifully written and it's fun to learn to sing it in style."

Most members of these singing groups agree that participating in any one of the groups is a fun and worthwhile experience. They encourage anyone who enjoys singing to come and find out for themselves the wonders of music making.

Mr. Zichittella Gets The Picture

by Yung Tse

Any photography student or frequent visitor of room 84 in the art wing of the main building is, no doubt, acquainted with Mr. Jack Zichittella, Lexington High School's photography instructor. His resumé states that he has a BFA (Bachelor of Fine Arts) in printmaking from the Massachusetts College of Art, an MAT (Masters in Art and Teaching) from the University of Massachusetts at Amherst, and various post-degree credits, but students who have experienced Mr. Z's class do not need to see his credentials to know that he is a qualified art teacher.

Mr. Z originally came to LHS as a printmaking instructor. However, under the former Department Head of Visual Arts, Paul Ciano, Mr. Z's position was changed to that of photography instructor, an area in which he had been interested since college but had only previously pursued as a hobby.

Mr. Z believes in the importance of a teacher's having experienced the subject that he teaches. "I was an art student, and my experience has given me insight on how one learns the basic techniques and later develops one's own styles," he says.

The classroom that Mr. Z runs is relatively relaxed and laid back, but this doesn't mean that no work gets done. On the contrary, students are always busy, whether they are developing film, making prints, or putting the final touches on prints, including spotting, hand-coloring, toning, and finally mounting.

Although Mr. Z follows a relatively structured syllabus of assignments throughout the semester, there is a lot of room for variation and experimentation with different techniques and styles. Students are encouraged to stay away from the strictly normal and try out alternative processes.

Mr. Z promotes exploration, saying, "I want to interest the students in what they are doing. A lot of discovery keeps a class alive. If you take a class that becomes dead, you loose excitement and inspiration for the subject."

He confesses that he puts a lot of effort into making the course interesting, but "a course can only be an inspiration. Actually doing things by oneself is truly what makes one grow."

Some areas that are explored by students are the making and using of pinhole cameras, non-silver print making (i.e., cyanotype), solarization, montage, and films with different shutter speeds. This year, a rather popular item has been infra-red film, which, to the distress of Mr. Z and his students, was back-ordered all the way back to the manufacturer.

Critiques and class discussions are commonplace in Mr. Z's photo classes. Students' works are evaluated and reviewed by both Mr. Z and other students. From these critiques, students can learn about other people's work and their own work. What other people perceive in one's photograph may not coincide with one's own thoughts.

Mr. Z tries to teach students that simplicity and directness help to portray ideas as clearly as possible. One of his goals, he says, "is to teach the students to appreciate art and its diversity. I want to teach them about visual perception and how photography can be used easily as a way of expressing oneself."

Mr. Z continues to explain that photography is not simply the clicking of a camera button. He points out that people's misconceptions of the simplicity of the art of photography is a result of their ignorance. "People need to realize that photography is a very involved process which includes critical thinking and observation of pieces of work," he states.

Mr. Z also mentions a quote that Martin Scorsese attributed to his film instructor at New York University: "In life, [one] must find out what [one] does well, and do that."

Through the class, students have many opportunities to express their ideas to the public through their work. Year round, the photo room's walls are lined with students works, and periodically additional works are displayed in the cabinets of the main hall.

Students in Mr. Z's classes frequently compete in local photography contests, in which they consistently perform well. Two years ago, Aaron Washington, then a senior, entered a first-place winning self-portrait in the Boston Globe Scholastic Art Contest.

Other awards have also been picked up by Mr. Z's students along the way, including then-senior Ed Chu's awards in last year's Globe Art Contest and junior Yung Tse's award in the Globe Photography Contest.

Mr. Z, who is a frequent contributor to arts magazines, and writes features for "Arts & Activities" magazine, has scheduled a set of student pieces to be put on display in an exhibit at the local Bel Canto restaurant in February. Students will be producing, framing, pricing, and selling their own prints at the opening.

Mr. Z encourages former students to return to his class to share experiences and work that they have done outside of LHS, to give pointers and advice to present students, or simply to look on and observe his present classes. Mr. Z adds that the former students "experiences" show the current students what opportunities that they have for the future."

Mr. Z concludes,"[My] teaching position at LHS is a wonderful job. Lexington is supportive in the areas of art and music and has great facilities and opportunities for the students to pursue the arts."

LHS photography teacher Jack Zichittella poses artistically.

Self portrait by Jack Zichittella

Merit-Rating Plan Needed

It is the goal of Lexington High School to educate its students in the best way possible. In order to achieve this goal, it is in the best interest of the school to maintain a highly-qualified teaching staff. To obtain this goal, it is necessary to have some sort of an evaluation system for teachers. There is such a system currently in place in the Lexington school system; however, the *Musket* editorial board believes that this system is inadequate.

It is difficult to remember any case in recent history in which a teacher was fired due to poor teaching ability.

Under the current system, teachers are evaluated by a member of the administration once every year until they obtain tenure. At that point, the observations take place only once every other year.

It is not clear how seriously the administration takes these evaluations. It is difficult to remember any case in recent history in which a teacher was fired due to poor teaching ability. During recent budget cutbacks, several teachers were fired, but due to lack of seniority. In other words, the younger teachers were fired first, regardless of ability.

One must stop to consider if this system is truly in the best interest of LHS's clients, the student body and the residents of Lexington. It doesn't seem so. Then why is this system in place? Many people would point toward the LEA, the teacher's union in Lexington. It is the contracts that the LEA has negotiated, after all, that have established this rating system.

The LEA has a clear and legitimate desire; it wants teachers to have job security. It doesn't want older teachers, who have higher salaries, to be fired and then replaced by younger teachers who are paid less. This would hardly be fair and would discourage anyone from becoming a teacher. That certainly wouldn't be desirable for anyone.

However, there is a limit to the legitimacy of the LEA's argument. Certainly, senior teachers should not be fired merely because they have higher salaries. That would be unreasonable. However, it is equally unreasonable to have teachers "un-fireable" when they reach a certain point of seniority. It is nearly impossible to have a tenured teacher fired for being a bad teacher.

The *Musket* editorial board believes that merit-based rating for teachers should be established in Lexington. This system would involve the impartial rating of teachers by individuals qualified to do so. Because few observers are unbiased, it would be the superintendent's job to make sure that no one is judged unfairly. It is not desirable to leave our teachers to the whims of a few administrators.

An easy way to "grade" teachers in a merit-based rating system such as this would be through the use of department-wide tests. However, the *Musket* strongly discourages this. It is hard for a teacher to be a good teacher if they are teaching for a test. It would only be through trained observation that evaluation would occur.

There are several reasons to fire a teacher. Acceptable reasons include budget cuts or inappropriate behavior. A good reason to fire a teacher is because of a lack of teaching ability. This is the cause that the current tenure system does not allow for. A credible merit-based evaluation system needs to be established.

Such unsigned editorials express the general opinions of the Musket *editorial board.*

Letter to the Editor

Editorials Editor Criticizes Omission of Bylines

To the editor:

In the last issue of the *Musket*, the names of two contributing writers were omitted from their editorials. This was a serious error.

Senior Hong Kwon authored the op-ed piece, "User Fees Hurt Students, LHS." This was his first contribution to the *Musket* 's editorial pages, and to neglect to mention that he wrote the article hardly encourages future contributions.

Senior Michelle McWilliams wrote the op-ed piece, "Homophobia Should be Addressed." This is a sensitive topic, and it is important for LHS students to recognize that there are real people at the school who care about the issue of gay and lesbian discrimination. Neglecting to print the byline undermines that idea.

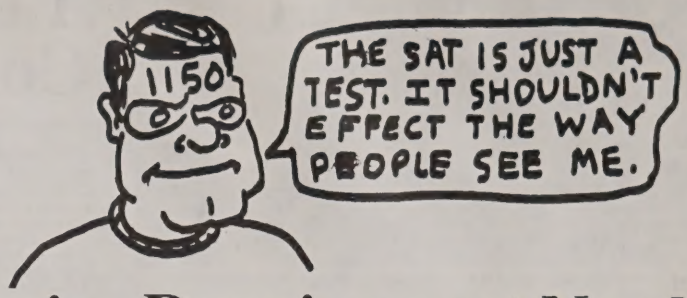
Mistakes do occur, and as the Editorials Editor, I apologize and take partial responsibility for the omissions. However, in future issues of the *Musket*, more care needs to be taken in proof-reading the paper before it goes to press.

- Dan Michaelson
Class of 1993

From the editor-in-chief:

Due to editorial error, the names of two contributing writers were omitted from the December issue of the Musket. *Senior Hong Kwon was the author of the op-ed piece on users fees and senior Michelle McWilliams was the author of the op-ed piece on homophobia. It is important to acknowledge the authors of opinion pieces. The* Musket *staff regrets the omissions.*

- Will Eisner
Editor-in-chief



Service Requirement Needed

The following is one of two editorials debating the mandatory community service program at LHS. The current program requires that every student complete 20 hours of community service in order to graduate. A bill pending in LHS student/faculty senate would increase the required number of hours significantly.

Twenty hours is enough time to mail five-thousand letters. Twenty hours is enough time to wrap two-hundred holiday presents. Twenty hours is enough to cheer up an elderly person's life.

Twenty hours will not solve the world's problems. However, twenty hours of community service is twenty hours spent working on someone else's problems rather than your own.

Twenty hours will not turn around the lives of every student at Lexington High School. However, some students might become involved with a cause appealing enough to hold their attention even after the graduation requirement is fulfilled. Some might meet an interesting person. Some might find something out about how a non-profit organization works. Some might even have fun.

Twenty hours is not enough time to, let's say, build a house for the homeless. However, ask the average student what's wrong with the community service program and a typical answer is "I shouldn't be forced to do it." The fact is, twenty hours is a small price to pay for the luxury of living in a community with as few problems as Lexington. Anyone should be able to find twenty hours in four years to help someone else. This is an obligation that seems fair. The alternative is spending your life without so much as acknowledging that there are problems in the world that can and should be fixed, by people like you and me. At the very least, twenty hours forces this acknowledgment.

The alternative is spending your life without so much as acknowledging that there are problems in the world that can and should be fixed, by people like you and me.

Should community service be a voluntary undertaking rather than a requirement? Absolutely. This is why the requirement is twenty hours rather than a thousand. If you feel (and you would be correct) that twenty hours is an insignificant dent to make in the problem of your choice, you should volunteer to do more community service, or a lot more. On the other hand, if you do your time, get the transcript stamped, and never look back, there's still the twenty hours.

After all, twenty hours is enough time to Walk for Hunger. Or enough time to help an invalid. And should the requirement be increased? Of course. Forty hours is enough time to mail ten-thousand letters.

—Dan Michaelson

SAT Is Not An Aptitude Test

The Scholastic Aptitude Test, or SAT, is designed to rate students' intellectual ability on a scale between 400 and 1600. It differs from the Achievement tests in that the SAT does not test specific knowledge or facts. Instead, the SAT aims to guess students' ability to successfully read, write, and do math after high school.

This is a difficult task. Students receive years' worth of report cards, each grading a variety of specific skills (such as Chemistry, American History), and supplemented with informative teacher comments ("needs to do homework"). Even this portfolio is not seen as sufficient; parent conferences, guidance meetings, and various complex tracking systems all try to communicate an idea of each student's accomplishments and ability to other people. Even this multi-faceted picture is incomplete or flawed for many students who "slip between the cracks" or who just under- or over-achieve.

No one sees the SAT as a substitute for all of this. However, if it truly was a test of Scholastic Aptitude, the SAT would supplant all this bewildering information with two simple numbers, obtained in three grueling hours of testing. "Here," the college admissions officer would say, "is a person capable of doing better at our college than 84% of the other people who applied."

The SAT is a very good way for some people to get into college, and a depressing, if meaningless, statistic on the transcript of those who do not have SAT-aptitude.

Luckily for many of us, most college admissions officers are smarter people than that. If the SAT is really not an SAT, then what is it?

The SAT tests several things very well. The verbal part is a good indicator of how much a person has read and of the size of his or her vocabulary. It also tests the ability of some people to reason their way to good guesses for questions they do not "know" the answers to. The math section tests a student's ability to grapple with multiple choice answers to problems that are generally more confusing than difficult. Those who do poorly on the math section often score badly because of time pressure, confusion, and stress, rather than an inability to do the problem or to understand the math involved under other circumstances.

The SAT is not a good test of how hard people work. It does not test very well the ability to grasp abstractions, like historical patterns or scientific principles. It does not test the ability to write a clear sentence. It does not test the ability to apply one thing to another, such as calculus to physics or literature to civics.

The SAT is a *great* test of people's ability to do well on the SAT. It is a very good way for some people to get into college, and a depressing, if meaningless, statistic on the transcript of those who do not have SAT-aptitude.

Virtually all students at Lexington High School will take the SAT described above, or one fairly similar to it. (Relatively significant changes, particularly on the math section, will be instituted next year, but the bizarre skills tested will remain the same, possibly more bizarre.) Short of calling admissions officers and telling them that your score doesn't mean anything, or boycotting the test on moral grounds, or fire-bombing the ETS, what can you do?

Know, yourself, that the SAT is not a test of how you will do in college or in life, or even of how much you deserve to get into college. meanwhile, hope that the admissions board at the college of your choice knows the same thing, and don't spend an undue amount of time boning up on lists of obscure vocabulary words. Doing well on the SAT is one of the most esoteric skills you might acquire; your time is probably better spent reading a bad book. Some day, someone in a high place may realize that even attempting to sum up "aptitude" in three hours and two whole numbers does a disservice both to students and the college application process itself.

- Dan Michaelson

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The opinions expressed on these editorial pages are the views of either the *Musket* editorial board or of individual staff members. They are not necessarily a reflection of school policy, nor are they intended to mirror the ideas of every student. Therefore, *Musket* realizes its responsibility to print other opinions. Leave short, tasteful letters to the editor in the *Musket* mailbox in the LHS Student Activities Center. Only signed letters will ordinarily be printed. *Musket* reserves the right to edit for length.

Michaelson's Got it Wrong

"Twenty hours! You must be kidding me?" cries Student #1.
"Tell me about it; I only have three hours so far," concurs Student #2.
"Maybe we can get our Moms to sign the forms," suggests Student #3.

Does this sound familiar? No, it was not a skit in last year's Winterfest. In fact, you are more likely to hear this drama played out over an appetizing and nutritional lunch of Minuteman Fries™ than in our school's auditorium. Most students have at least overheard, if not taken part in, such a conversation here at LHS. Indeed, the community service policy is a controversial one.

Currently, at Lexington High School, all students must complete twenty hours of community service as a prerequisite for graduation. The program, orchestrated by Mr. Robinson, requires students to describe the service they have done and provide a signature from someone involved in the respective service program, all of which goes neatly on a form available in the SAC. Sounds wholesome enough right? I beg to differ.

I have not written this editorial to blow the whistle on my peers or those who administer the program. Indeed, I recognize that I am partly at fault for perpetuating some of the program's failing. If you feel insulted or blamed after reading this editorial, you have misunderstood my intentions.

First, although such movers-and-shakers as President-Elect Bill Clinton support the idea of community service as a requirement of high school students, I do not. The reason for this is simple. Tell someone that they must do something, and they are apt not to be very gleeful about doing it. Requirements tend to make usually enjoyable experiences into cumbersome and laborious tasks. This is especially true for community service. I know that most students at LHS are good people and that most find gratification in helping the community; however, I also know that when LHS students are forced to serve, some begin to view it as another thing they must squeeze into an already hectic schedule, a pain the neck to best put off until April of senior year. This stigma is a dangerous one to assign to community service during the impressionable high school years.

Second, with all due respect to those who commit their valuable time to this program, I believe that it is far too deregulated. Indeed, many students are aware of this and some abuse the system trading their honesty for a diploma. Hey, who gets hurt if I throw in an extra hour here or there, right? Okay, so raking my neighbor's yard is not technically "community service" but it's the thought that counts, right? As far as I know, no one checks, nor has anyone ever been caught stretching the truth on a community service form. I could be wrong, but my understanding of the program is that it is an honor system. If so, why the requirements, the forms? On the other hand, if the system is meant to be enforced more rigorously, why is it not?

Lastly, why twenty hours? Is this enough to foster a serious commitment to community service? Twenty hours over four years breaks down to five hours a year, half an hour a month, about six minutes a week, or 50 seconds a day. You could easily spend twice that time standing in line for a slice of pizza in F-house. If the school really wants to require students to serve their community, why not twenty hours a year, or even a semester?

I favor replacing the requirement with curricular service activities. Giving students the opportunity to work at a soup kitchen or run a blood drive as part of a program orchestrated by the school would be a superior policy. Similar things are done as field trips in the elementary schools and seem fairly easy to implement on the high school level. The Life Skills course is a possible outlet for these sort of projects. Once LHS has taken the first step and shown students the exciting and rewarding potential of community service, students are much more likely to go out into the community on their own with dreams of improving the world. Making service a more integral part of school and education will help both students and the community.

Without these changes, the program, although well-intentioned, seems to only hassle those already serving the community and anger those who have found other things to do with their time.

-Daniel Marx

Lifism at LHS Is Our Problem

It is possible for a group to be in the numerical majority and still experience outright discrimination. I believe there is a notoriously under-represented population in our midst that, while significantly in the majority, is consistently ignored, insulted, and degraded. In a society such as ours that claims to honor diversity and preserve equal opportunity, it is appalling that people are excluded from the social mainstream simply because they are dead.

The dead are the victims of overt discrimination in all areas of society. Most blatantly, they are denied the economic opportunity available to all other citizens simply because they are not living. Most corporations refuse to even consider the dead for positions of authority and responsibility. Although few companies admit that they have explicit policies against hiring the dead, the track record speaks for itself. An appalling 0% of the work force is dead, and there is not a single dead CEO of a major U.S. corporation.

> We should stop using the word ["dead"] altogether, and start referring to these people with more sensitive terms, such as "non-living," or "vitally challenged."

Besides, the dead have proven that they can often produce more valuable work than can the living. Even then, they are still subjected to overt discrimination. Consider the arts. The works of dead writers and artists are considered among the greatest in the world. Often a work of art is considered more valuable if the artist is dead. Beethoven's music is more respected now that he is decomposing than it was when he was composing. However, these dead artists never receive anything from the recognition or sale of their valuable work. Indeed, although dead authors are widely studied, they are never invited to lectures, book signings, or poetry readings. Many claim that the dead are too preoccupied to come, but nobody has ever bothered to find out.

Of course, many of the living are not to blame for their attitudes toward the dead. These views are a product of a culture that perpetuates the negative stereotypes that lead to lifist thinking.

For example, consider motion pictures. In most movies, the dead are portrayed either as deformed homicidal maniacs ("Friday the 13th, parts II-XVI," "Night of the Living Dead") or used for exploitative comedy ("Beetlejuice," "Topper"). Recently, the box office hit "Ghostbusters" actually glorified the harassment of the non-living. And in no movies, even the few where dead are portrayed favorably, are the dead characters portrayed by dead actors. We should all pressure Hollywood to give us more dead characters in appealing, serious leading roles.

Even our language perpetuates a negative attitude toward the dead. "Dead" is often used to mean dull or boring ("This party is dead"), in trouble ("I'm dead if I don't finish this by Friday") or out of fashion ("Disco is dead"). Even the word "dead" conveys serious negative connotations.

We should stop using the word altogether, and start referring to these people with more sensitive terms, such as "non-living," or "vitally challenged." Though a change in language by itself would not be enough to reverse discriminatory, lifist thought, it is a necessary step in the right direction.

We should also work to pressure corporations to seek out and hire capable dead, and, if these efforts fail, we should pressure state and federal legislatures to pass laws requiring companies to hire a representative number of vitally challenged individuals from their communities. But of course, the struggle begins with you and your attitudes. Learn about the non-living and insist that they be treated with the respect they deserve. For more information, contact the Center for Organization, Research, Progress, and Support of the Ex-animate.

—Matthew Stephenson

Magazine Drive Reconsidered

Since the December 10th *Musket* editorial which criticized the annual sophomore class magazine drive, the Lexington High School Student/Faculty Senate has argued vehemently over the issue of whether the sophomore class magazine drive assembly should be mandatory. However, the topic is more complex than simply a question about a compulsory sophomore assembly. The issue concerns the integrity of the fund-raiser, in addition to the question of a mandatory assembly.

Students familiar with the drive have expressed concern over the suggestions made by the *Musket* editorial board last issue. The editorial asserted that the magazine drive assembly involves "throwing around a lot of money and various other coercive techniques aimed at getting students to raise money for themselves, their class, and an unnamed private corporation that sponsors the drive."

Junior Vic Karkar commented on the significance of the drive by remarking that the drive is "traditionally the biggest way to fund-raise in order to reduce the cost of the prom ticket." Like Karkar, many defenders of the magazine drive say that students have the choice not to partake in the fund-raiser. They maintain that the magazine drive is unique because it "unites" a large portion of the sophomore class towards accomplishing a fund-raising goal. Karkar added, "No one is forcing you to participate in the drive."

Many people are concerned with the amount of money the school earns in comparison to the company which sponsors the drive. Doubts have also been raised over the amount of money that is used for cash and prizes given away during the drive. Some feel that the funds should be disclosed. Sophomore Josie Lee commented, "If students are [fund-raising] for their own good and class spirit, why is there a need for prizes?"

The issue which has raised controversy on the Senate agenda is whether or not the drive should be mandatory. Junior Kristen Mann says, "The decision is up to the teachers to take their classes to the assembly." However, advocates of the drive believe that a mandatory assembly is essential because of the information that can be obtained from it. Thus, they say, more people would be willing to participate.

There are alternatives, as senior Sergiu Troie noted. "The present situation should be analyzed and afterwards the [sophomore] class should work together by means of a suggestion drive and then do long-term fund-raising which can potentially make equal money as the magazine drive."

The questions concerning the integrity of the fund-raiser are serious ones. As the issues continue to unravel and as more students express their opinions, the debates will escalate. In any case, the sophomore class should keep in mind that like every other challenge, fund-raising must be approached and executed with character, responsibility, and other qualities associated with effective leadership. The sophomore class and the entire LHS community must join together and come up with workable solutions to challenges such as raising money.

-Ivan Chan

Dan & Dan

Hey, Kids!! Welcome to 1993. This issue, Dan & Dan have provided a review of 1992 for your reading pleasure. Don't think for a second, however, that this is some cliché "Best and Worst." Rather, Dan & Dan have compiled a list of "Most" of 1992. Remember, Dan & Dan are qualified (especially to discuss "mosts").

"Wait!" some of you are saying. "Where's the customary insult of Dan & Dan's editor, Will Eisner?" Well, it's 1993, and Dan & Dan have resolved to enter the new year more mature, more respectable. We're above those petty insults now. So let's get started.

Most creative new middle name: Will "Dover" Eisner.
Most sought after food item: Lance Dunking Sticks™. Credit goes to the "Lance Lover" letter from the mail bag in the first Dan & Dan.
Most popular politicians: Jerry Brown and Kevin Clinton. Watch for a '96 ticket.
Most popular flick: Tie. *T2* and *Beauty and the Beast.*
Most played band at parties: Beastie Boys (also **Most overheated amps at a party by a band**).
Most courtesy votes for a band: Pigs in Space.
Most painfully rhyming campaign slogan: "Vote for Alyssa, she won't dis ya."
Most offensive PA announcement (to listeners): "I'm going to Columbia" - Senior Andy Blumsack.
Most offensive PA announcement (to speaker): "Good morning, this is the Cosmic Muffin, and I am giving today a seven!" - Assistant Principal Larry Robinson.
Most "kills" by an assistant principal: Mr. Capezza. No derisive comments here; yes, we *are* afraid.
Most feared authority figure: Tie. The Alliance Security Guard and Dan's small dog Rose.
Most lusted for teacher: Dr. Fiveash. Sorry, Mech.
Most traveled rumor: The free condoms in E-House actually have Minutemen featured on them.
Most well-known fact: Genital warts can grow to the size of your fist.
Most watched T.V. show: LHS News Exchange. F-house groupies watch it with religious regularity. On the other hand, they are not allowed to change the channel.
Most cheered for sport: Boys' Cross Country. There is a team at the high school, isn't there? Golf usually draws a crowd, too.
Most surprising performance by a high school team: Tie. Football and soccer, although in different respects.
Most recently popularized lavatory: H-house. By the way, has anyone picked that guy up yet?
Most popular hot lunch: Three chocolate milks and a blueberry Hostess pie. Thank you, Marriot Corporation.
Most powerful car: Dan says, "Sure, the Spotmobile." Other Dan says, "It would make a nice hood ornament for the SAAB."
Most resale value for a student car: Marty Mellican's '79 Buick Regal, two-tone blue, losing one bumper, license plate: 317 AHB, you know, the rust bucket.
Most impressive "car": Mr. Rodriguez's Duct-Tape mobile.
Most upsetting sign of the times: Juniors with cars.
Most protective outerwear: Senior Josh McCarthy's Anorak
Most read Musket feature: Dan & Dan. Look for upcoming Musket masthead change. (*"Dan & Dan's Musket"*?)
Most nauseating new social trend: The return of disco.

K K K K K

Kids, Dan & Dan is not just a humor column; it's a column with a conscience. Recently, we have been witnessing disco. True, with all the catastrophic issues pressing the world (the environment, drugs, poverty), disco may seem insignificant. Nevertheless, disco is, as we speak, claiming an ever-increasing number of wholesome LHS teenagers who join the dangerous and aesthetically unappealing subculture of polyester pants, gold medallions, and marionette dancing.

It needs to stop. Disco is pathetic.

Disco opponents, unite. The time has come to *react.* If it offends you when "YMCA" comes on at a party, *press STOP.* If you get sick at the sound of "Stayin' Alive," throw a brick at the DJ. And, if you hate the way disco dancing looks- *stop disco dancing.*

If one person stops disco dancing, it's a statement. If two people stop disco dancing, why, it's an idea. If ten people stop disco dancing, it's a movement. And if a hundred people stop disco dancing, then it's a revolution.

In an effort to galvanize the anti-disco movement, Dan & Dan have begun a hunger strike. Kids, don't try this at home. All we ask is that you join the newly formed social movement **DAM** - Disco Angers Me. You can show your solidarity by boycotting disco and its subversive paraphernalia. By all means, party on; your anti-disco feelings are expressed all the more forcefully through any other type of dancing, such as slam dancing, body-surfing, street funk, or however you groove. *As long as it's not disco.*

For more information, or to express your feelings about disco, send a letter (including some type of signature and your homeroom) to Dan & Dan through the *Musket* box in the Student Activities Center.

Meanwhile, Dan & Dan encourage you to cut out this free button and wear it with pride. Feel free to photocopy this article and give it to your friends. Watch this space for DAM updates.

News Show Keeps Students Informed

by Michael Tsung

It would be understandable for students to empathize with the TV monitors in the various cafeterias around LHS. How could any screen be satisfied only broadcasting Marriot lunch menus and half-day schedules?

"Happy Birthday Sarah," laments a screen. Students might think that there is no escape from this pathetic lifestyle for the poor TV's of LHS. However, there is one point of redemption for these sad monitors: the LHS News Exchange.

Anyone who hasn't been backpacking out in the Great Yukon should be familiar with the daily broadcast. It is impossible to escape the daily bombardment of perky music and images of your friends making fools of themselves.

Surprisingly, the typical LHS student seems to tune out after listening to the captivating theme song and watching the opening credits on which a classmate wags a limp french fry at the camera.

"I think it's unfortunate that people only see the Exchange for five minutes during a lunch block," said News Exchange director junior Mark Stevens. "No one can hear the show, but I've noticed that people in D-cafeteria have been turning up the volume."

Senior Andy Blumsack agreed, saying, "Nobody realizes that so many hours are put into the production of the show. The show is definitely worth a chance." Producer senior Craig della Penna stated, "The students involved with the News Exchange are great. Without them, the show wouldn't happen."

Television production teacher Ms. Wendy Wilson, who supervises the filming and production of each show, commented on how "dedicated the students are." There is a "hard-core group of people" involved with every show, which includes sophomore Carlos Reyes, juniors Chris Yasaitis, Ornit Niv, and Hey-sung Han, and Blumsack.

Ms. Wilson continued, saying, "I like the fact that the show brings together students of different grade levels who might not otherwise spend time with each other. There is an open-door policy, and any interested newcomers will be trained to be anchors, reporters, camera persons, or audio technicians."

In keeping with their slogan, "All the news you can use," the News Exchange broadcasts this year have included reports on the LHS Senate and Lexington School Committee decisions, gender bias in the classroom, and the availibility of condoms at LHS. The News Exchange has also supported and covered the LHS musical and dramatic productions. "Ideas for stories can come right off our trusty school calendar," confessed Stevens. "You could say that we're the eyes and ears of LHS."

The weekly program features a segment called "Person on the Street," which is senior Andy Blumsack's favorite part of the News Exchange. This report allows the typical LHS student to voice his or her opinion on the issue at hand, and also enjoy the proverbial "fifteen seconds of fame."

> "I think it's unfortunate that people only see the News Exchange for five minutes during a lunch block."
>
> —*Junior Mark Stevens*

Blumsack also does a weekly Senate report on the show. "I like to keep students informed to the best of my ability. I'm trying to impress colleges," he explained

"The News Exchange is an award-winning show," said della Penna. "We just won an honorable mention from the Massachusetts Coalition of Educational Television."

Stevens added, "Just two years ago, a French television news show mentioned the LHS News Exchange on its broadcast. It seems that we are known across international waters. I guess our message can be translated into any language."

The LHS News Exchange is displayed via I-loop and can be seen during lunch on television monitors in the student library and cafeterias. Cablevision carries the program on channel B2 at 5:45 PM on Mondays, Wednesdays, and Fridays.

Junior Mark Stevens is the director of the LHS News Exchange.

Photo by Hadley Langosy

Senior Dives into Job

by Stefanie Berman

With the bustle of over one million visitors a year, the New England Aquarium relies heavily on volunteers to keep everything running smoothly. LHS senior Jason Davis is one of over two hundred and fifty volunteers who make up a large part of the staff of this complex facility. He originally became involved with the Aquarium to fulfill his community service obligation for the high school. However, with a year and a half of experience and many extra hours of community service, Jason continues his volunteer work because he enjoys it.

Jason looks forward to his weekly trip to Boston. There are many high-school age volunteers during the summer, but he is one of the few who work there year-round. However, age does not seem to be an important factor at the Aquarium. "Although I'm younger, the people there treat me as an equal," remarks Jason.

Davis has been a member of the "dive" team at the Aquarium since August. As a "diver," Jason works in a group of over forty penguins while another "diver" team swims in the large tank with the fish and sharks. He prepares food and vitamins for the penguins. "It is messy, cold and disgusting in the tank," describes Jason. "The job has it's drawbacks but it's worth it."

The training to work with these animals was all "on the job." Jason took care of them with help from an experienced volunteer for about a month until he got the hang of it. "Working with the penguins is a never-ending learning experience," says Davis.

Davis explains that each penguin is an individual with its own name and personality traits. While some penguins have been born in the Aquarium, others have been brought in from South Africa and Argentina. "The penguins from the wild are defensive and extremely territorial...They have fish-hook tipped beaks and if you get too close they just grab on."

"I've been bitten many times!" he adds, laughing. The younger chicks who were hatched in the tank in Boston are more playful. They have known this group of "divers" all of their lives and are very comfortable with them. Sometimes the penguins even help out with the work. "One of the penguins, Sinclair, has figured out that when there's stuff at the bottom, like coins or gum, it shouldn't be there. He helps bring it up," relates Jason.

Jason says that the staff is very protective of all of the penguins and often treats them like their own children. Some of the visitors, however, throw harmful objects into the uncovered pool. Getting these objects out before they hurt the penguins is a crucial part of Jason's job. Once, before the staff had a chance to intercede, a penguin built a nest with a yo-yo string which a careless visitor had dropped.

Jason worked in the educational department of the Aquarium for a little over a year before he became a diver. This job required extensive training. It began with a twelve-day course to teach the basic facts about the different galleries in the Aquarium. For his first sixty hours of service, Jason was trained under the guidance of an Aquarium employee. Even with the knowledge he gained, visitors would ask tough questions that required a deeper understanding of the subject. "You have to admit sometimes that you don't know everything," Jason confesses.

Every hour, the education personnel would rotate galleries. While rotating around the exhibits, Jason was faced with some strange occurrences. "Sometimes little kids would fall into the rays' tank. Luckily, the rays just swam away, and the water was shallow so [the kids] just got wet and a little upset," Davis remembers.

Often, Jason found that relating the same information many times throughout the day was a bit tedious. Consequently, he was glad to find that an opening in the "dive team" was available.

Next semester Jason will start a full time internship in the Animal Care Center laboratory at the Aquarium. There, he will test the water chemistry in all of the tanks to guarantee that the animals are living in a clean and safe environment. The water's chemistry must be measured very carefully because it is filtered from Boston Harbor. Any new problems with the harbor water create problems for the Aquarium. Water quality is of particular interest to Davis because he plans to major in chemistry next year at college.

His community service has provided Jason with something that is both enjoyable and valuable. Jason recognizes the significance of his contribution. "I feel what I do is important and that by helping the animals I am doing a major part in preserving many threatened species."

Debate Students Often Subject of Stereotypes

by Amy Lang

One of the most challenging and bizarre activities offered at LHS is debate. It is one that draws together students from different backgrounds and social cliques and manages to be diverse and homogeneous at the same time.

Debate is also an activity that suffers from excessive stereotyping and misconceptions. There are students who mistakenly believe that debate simply involves attending tournaments where everyone sits around arguing with each other and showing off their highly specialized skills of pen-twirling and warp-speed speech. But debate is much more than that.

For many of the students who participate, debate provides a unique social opportunity. At tournaments and summer workshop programs, students meet and compete with students from across the nation, from Washington state to Washington, D.C. Brought together by an interest, these debaters find a comfortable and intellectual forum in which to make friends with people whom they otherwise may not have met.

Senior debate captain Josh McCarthy agrees, saying, "Through debate, I met some of my best friends in the world. One of my friends lives in Maryland, and others live in Virginia. Debate has given me a chance to meet people from all over the U.S."

McCarthy emphasizes that the social structure offered by the debate lifestyle is welcomed because it allows the students to free themselves from the niche they are in at their home school and find a new one with a new group of people.

However, the social drawbacks to debate cannot be ignored. For example, schoolwork and the weekends spent debating out of town or researching in the library leave little time to spend with friends who are not involved with debate.

Says senior debate captain Amy Lang, "During the fall and winter when debate is most active, I hardly see my Lexington friends because I'm away on the weekends, or I'm in the library."

Another objection is that because debate is a year-long commitment, requiring students to be available on afternoons, evenings, and weekends, it is almost impossible for debaters to participate in a sport. Those who manage to balance a sport with their debate schedules wind up either very tired or psychotic.

There also tends to be a negative image associated with those who choose to debate. It has often been said that debaters are always arguing with everyone about everything. This exaggeration of the truth is usually a misjudgment formed by someone outside the activity.

The truth is that debate teaches skills in research, comprehension, and clarity of thought and speech. Senior debate captain Susan St. Pierre explains that sometimes this training can be manifested in debaters as an urge to question what is presented to them.

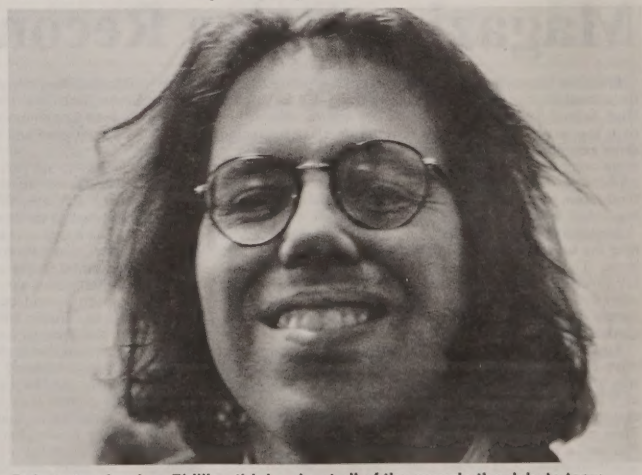
Susan continues, saying, "Debaters are taught to think critically. To win in debate, we must prove our point and disprove someone else's point. Unfortunately, sometimes this carries over into our everyday lives."

Another misconception is that debate demands excessive effort with little reward. There are many things that make this activity a worthwhile one. The thrill of competition alone is often cited as a justification for the amount of work dedicated to this activity.

More often, however, students say that their friends keep them with the program. Sophomore debater Erin Carlson says, "I really look forward to tournaments because I get to see my friends there. In that respect, debate is worth all the work."

People who are not involved in debate often regard it as an alien way of life or something too far removed from their reality. "Perhaps debate is an alternate lifestyle, but that doesn't make it the wrong lifestyle," emphasizes St. Pierre.

She concludes, saying, "Those who debate learn skills that will be applicable in almost every aspect of their lives. They gain a great sense of accomplishment by being able to engage and succeed in a challenging and demanding activity."



Debate teacher Les Phillips thinks about all of the awards the debate team won in their last tournament.

Photo from Musket *File*

Boys' Hockey Breaks Even

by Mike DiLuna

The Lexington High School hockey team has always faced many challenges, and this year shouldn't prove to be any different. With strong competition such as Burlington and Reading who are both ranked in Division 1 in Eastern Mass, this year looks to be a tough one. With a 2-2 record this year, the team has learned two things: The first is that they have an exceptionally strong team, and the second is that they are going to have to play their hardest to succeed.

The team's first game was a tremendous boost as they faced the Belmont Marauders. Lexington came out strong in the first period, ending with a 1-1 tie off of a Brian Spellman shot from the point. In the second period, Lexington had a strong wind under their sails as they dominated with three goals. David Podgorski got the first one with the assist going to Tetsu Inada (assistant captain), and then Inada followed up with two goals of his own. Josh Ogden put in the insurance goal with an empty netter in the third period, and the Minutemen finished with a 5-2 victory.

The second game proved to be disappointing as the perennial powerhouse Woburn came to town. Woburn dominated the game, scoring four off of Rob Tavilla who had an off night and had to the leave the game due to injury. One good thing did come out of this 7-1 loss, however, as Lexington can say that they never gave up. They came back in the third period and played the Tanners to a standstill. Inada got the only Lexington goal of the game.

The Minutemen then travelled to play Wakefield. They came out strong, finishing the first period down by a goal at 4-3. Inada, Ogden, and freshman Tom Leyne contributed the goals. From the second period on, however, Wakefield took advantage of every little Lexington error and pulled away with an 11-3 tromping of the Minutemen. Shaken by back to back losses, Lexington hoped to regain footing in the League with Winchester as their next opponent.

And they certainly did just that. In the first period alone against the Sachems, the Minutemen burst out to a 5-0 lead, despite their often erratic play. With new line changes following the previous game, the Minutemen's offensive power was apparent as the scoring was evenly distributed amongst the entire team. The Sachems came out stronger in the second period, and stronger still in the third, but the Minutemen held out and emerged with the 7-1 victory.

This early in the season, it is hard to predict how the team will finish. They do have three strong forward lines with a lot of young freshman talent. Another plus is that with the addition of Rob Tavilla, a transfer from Matignon, the net should be strong. Rob is considered to be one of the top goalies in the league. As for now, the Lexington Minutemen are shaping up to be a strong force in the Middlesex League.

Senior varsity player Tetsu Inada tries to get the puck from an feisty opponent.

Photo from Musket *File*

Wrestlers Fight Hard

by Graham Taylor

The Lexington High School Wrestling team opened their season with strong efforts but no wins. So far, Lexington (0-3) has wrestled with more experienced teams yet has come within a few points of winning each time. Despite the slow start, the new team has great expectations for the upcoming season. Lexington has acquired a fresh coaching staff which is eager to build a strong team.

Head coach Kevin Russo and assistant coach Carl Cincotta both are experienced, successful coaches. They had previously built Middlesex League wrestling powers, Belmont and Waltham, and hope to build a similar dynasty at LHS. This year's roster is full of new prospects, though after losing last year's Three Amigos, some were skeptical of the future of the team. Lexington's new team is very young with no seniors and only a handful of juniors. However, the team is well on its way to becoming a Middlesex League threat.

Every member of the team has shown great dedication. Team captains Eric Goulston, Jared Ruquist and Graham Taylor were all impressed by the rejuvenated squad. All of the members show promise for the future, have been making weight and have avoided injuries. Already freshman wrestlers Billy Goulopolous, Robert Lee and Ben Fitts have turned in wins for the team.

On Wednesday, the team will face Belmont in league competition. The team is looking for their first win and they have a very good chance of finding it then. All of the weight classes will be filled and Coach Russo is very intent on beating his old team. Lexington is also entered in many upcoming tournaments where they will gain valuable experience for their league matches. Luck should not play much of a factor with this brand new fired up team.

Sophomore Julie Bonner battles for the ball with a fierce apponent while Merideth Freemen looks on.

Photo by Carrie Granger

Girls' B-Ball Faces Challenge

by Deanna Mellican

Using their young but talented team to its greatest potential, the Minutemaids have compiled a record of 3-2 against a tough Middlesex league.

After a shaky start, losing the opener to Belmont, and to Wakefield in the last two minutes, the Minutemaids rebounded with strong wins against Woburn and Winchester.

The Maids have also had to adjust their line up, after point guard Jessica Hurt suffered a broken foot in the game against Wakefield.

During the Christmas break, the Minutemaids got a chance to play in the Havrill Christmas Tournament, which included teams from Havrill and New Hampshire. Lexington, not expected to do well in the tournament, wasn't seeded. After overpowering a strong Londonderry team by a score of 63-59, the Maids earned themselves a spot in the championship game against Alvine. Unfortunately, the Minutemaids were unable to stop Alvine's quick moving offense and settled for placing second.

Returning from last year's team are senior co-captains Karen Tracey and Kelly Harrington. Also returning are juniors Christine Yasaitis and Deanna Mellican.

Newcomers to the varsity squad are senior Michelle Conceison, juniors Claire Galloway, Kim Driscoll, Lisa Goodwin, and sophomore Jessica Hurt, all who play in the back court.

Playing down low are juniors Meredith Freeman, Jane Hutton, and sophomores Megan Irvine and Julie Bonner. As one can tell, the team is young and inexperienced with only four returning players. As a result, everyone has stepped up their play and adjusted well to the varsity level.

Minutemen Remain Strong

Boys' Basketball Players Win Big

by Subash Mani and Chris O'Connell

The Lexington High Boys' Basketball team, ranked #5 in the state by the Boston Globe at the start of the season, have compiled a record of 4-1 through January .2.

The team commenced its 1992-93 season with a 71-67 road loss against #1-ranked Belmont.

Though it was a loss, Lexington gained a boost of confidence in knowing that they could run head to head with the best team in the state.

The team is scheduled to play Belmont again at Lexington on January 12. The current team is led by senior captain Rashad Wilson, center Shawn Groer, forwards Brek Kohler and Matt Santosuosso, and senior guard Kevin Nolen.

The team regrouped and came back with four strong victories over Woburn, Wakefield, Winchester, and Reading. Surprisingly, Winchester hung in tough until the end, when Lexington pulled away with a 77-71 win.5

Meanwhile, the J.V. team remains undefeated with a 2-0 record.

They had an impressive season opener in defeating Woburn 67-52. Next, they destroyed Wakefield 75-29.

The sophomore team had a disappointing loss to Needham.

The freshmen team (1-1) avenged a 14 point loss to Wakefield in the opener by trashing Watertown 78-30 at home. All told, it looks like another successful year for Coach Farias and his Minutmen.

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Senior runner Eric Losick competes in a recent meet against Wakefield. The boys' track team remains undefeated with a record of 4-0.

Photo by Hadley Langosy

Swimmers Wade Ahead

by Tim Shiau

The 1992-1993 Boy's Swim Team took home a nice holiday present with their 94-75 win over Westford Academy on December 22. The victory was a joint effort between all members of the team, young and old, as well as some die-hard swim team alumni who showed up to have some unofficial fun. This year's team is composed of a lot of new faces. Of the 22 members, 6 are freshmen, and another 3 are first year swimmers.

The new members certainly pulled their weight in the meet. Freshman Peter Cole placed a strong second in the 100 yard butterfly to an unbelievable Westford swimmer, as well as placing second in the 200 yard individual medley and swimming two other winning relays. Chris Amar placed fourth in the 100 yard backstroke and the 200 yard freestyle, in addition to swimming a relay. Alex Roetter placed third in the 100 yard breaststroke and swam in the 200 yard medley relay. Tom Kennedy helped his 200 and 400 yard freestyle relays to third place finishes. Nick Mader swam the 200 yard IM, an extremely demanding event, as well as two relays. Due to illness, Junehee Han was unable to participate in this meet.

Non-freshman first year swimmers included Adam Maloof, who swam a strong 500 yards freestyle and two relays, Abe Menzin, who helped two relays, and Florian Pickert, who scored individually in the 50 yard freestyle, and helped two relays along.

The only two senior present, Jire Baran and co-captain Chris Tullman, both swam multiple events: Jire swam the exhausting 100 yard butterfly and two relays, and Chris swam the 100 yard freestyle, the 100 yard backstroke, and the 100 yard freestyle in a relay.

Junior co-captain Brian Smith swam three freestyle events: the 100 yard free, 200 yard freestyle relay, and the 400 yard freestyle relay. Dave Santucci helped a first-place 200 yard medley relay team, as well as placing second in the 100 yard breaststroke and swimming the 50 yard freestyle. Dow Chi swam a strong 200 yard freestyle, and helped a third place 200 yard freestyle relay, and a third place 400 yard freestyle relay. Tim Shiau swam the 100 yard breaststroke, and helped two relays to a third place finish.

The heavyweights of this years team are sophomores. Noah Herman swam a total of four events, including the first place 200 yard medley relay, a close second-place finish in the 100 yard freestyle, a second place 100 yard backstroke finish, and a winning 400 yard freestyle relay. Chris Randall also swam four events, two first-place relays as well as a 200 yard freestyle, and the dreaded 500 yard freestyle, both of which he came in first! Justin Kinner only swam three events, but those three included the agonizing 200 yard individual medley and the painful 100 yard butterfly. Andy Fortman also swam three events, the 50 yard freestyle, a second place 500 yard freestyle, and a relay. Shant Baran also helped two relays to third place finishes.

"For a young team, they showed much promise with a lot of improvement over a short four weeks. Hopefully, we can keep this up and be competitive in the Middlesex League." remarked Coach John Henriques after the meet. "More experienced teams like Winchester and Melrose are going to be hard to beat."

The Westford meet was the first one for the team this year, with the older teams yet to swim against Lexington. After Christmas vacation, the team will have at least one meet every week. As Coach John reminds the team often, Melrose will be especially hard, but not impossible. As the team continues to practice, each individual gets stronger and faster, so by the time the League Meet rolls around in February, the young Lexington team will be right up there in contention for the league championship.

Things not only look good for this year, but because the team is mostly underclassmen, most will be around next year as well. The prospects for the Lexington Boys' Swim Team are bright for this year and years to come.

John Wells takes a shot during a game against Stoneham.

Photo by Carrie Granger

Boys' Track Unstoppable

by Josh McCarthy

After two consecutive years as the Middlesex League runner-up to Reading, the varsity boys indoor track team finally seems ready to turn the tables. After two meets, the 2-0 team has been virtually unstoppable in every event, compiling wins over traditionally strong Woburn and weaker Wakefield. Both victories have been by overwhelming margins; Lexington surrendered only one first place to each team out of the ten events competed.

Against Wakefield, Lexington cruised to a crushing 68-18 triumph, sweeping two events, and capturing first and second in three others. Although Wakefield managed its lone first place in the two mile, the opening event, seniors Jeremy Warren and Mike Hsieh secured second and third with personal best times of 10:52.1 and 10:52.3 respectively.

In the shot put, senior Scott Martin continued to batter his competition with a gigantic toss of 43'8 1/2", a personal best by over a foot. Juniors Simon Edwards and Johann Jack, and sophomore Mark Reynolds cleaned house in the high jump, with leaps of 5'8, 5'6, and 5'6 respectively.

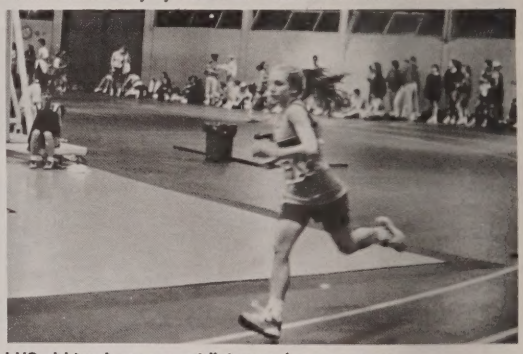
Already ahead 18-9, the 1000 yard run allowed Lexington to expand its lead by another nine. With only one Wakefield runner entered, seniors Eric Losick and Josh McCarthy, and junior Fred Simon captured another 1-2-3 sweep. In a photo-finish, Losick came out on top in 2:28.4, followed immediately by Simon in 2:28.5 and McCarthy in 2:28.7.

In the 600 yard run, junior Eric Jansen established a league-best in 1:19.1, followed shortly by freshman Anson James in third place with a time of 1:26.7. Unfortunately, junior Greg Landel suffered from leg cramps mid-way through the race, and was forced to drop out. The 300 yard run featured juniors Edwards and Sean Fitzpatrick, who place first and second in 35.1 and 36.1 seconds respectively.

The mile run was dominated by cross-country veterans junior Lowell Ladd and senior Jason Handwerker, who blew away the competition and finished in first and second place in 4:47 and 4:52 respectively.

Although both the Woburn and Wakefield meets were already clinched prior to the running of the 45 yard hurdles and 45 yard dash, Lexington is clearly the league powerhouse in both events. In the hurdles, amazing senior Jimmy Sheehy placed first in a lightning quick 6.0 seconds, a mere one-tenth of a second off of the all-time field house record, while senior Josh Gillis secured third in 6.4 seconds. Jack and senior Scott Arch breezed to a customary one-two finish in 5.1 and 5.3 seconds respectively.

The final event, the 4 x 440 yard relay, was comprised of Landel, senior Das Dreher, Fitzpatrick, and Jansen. After a strong opening leg by Landel, Dreher and Fitzpatrick maintained the lead through the middle legs, and Jansen was untouchable, as the team sped to a routine 3:38.9 finish.



LHS girl track runner outdistances her opponent.

Photo by Hadley Langosy

Girls' Track Team Unbeaten

by Susan Gorman

The girls' indoor track team is off to a strong start, having won their first three meets. The team is large and varied, and these factors been instrumental in its victories.

Saturday, December 19 was the date of the first meet against Woburn. Lexington won by a score of 56-30. Each team received five points for having an athlete win first place, three for second place and one point for third place.

In the two mile, senior Chloe Hill finished first place with a time of 12:38.5. Junior Cara Attanucci took first place in the 1000 yard race, with a time of 3:01. Sophomore Caroline Kasparian took third in the 600 yard race in 1:39.8. Senior Becky Dennison finished first in the 300 yard race, completing in 40.15 seconds. In the 45 yard dash, senior Lora Marzilli took second place in 5.9 seconds. The relay team won first place, finishing the mile in 4:25. The team consisted of Kasparian, Attanucci, Hill, and Dennison.

Senior Carrie Granger took first place in the shot put event, with a distance of about 30 feet.

In the second meet of the season, Lexington again pounded on the competition from Wakefield. In the two mile race, juniors Arpi Terzian and Hannah Neumeier placed first and third respectively. Terzian completed the course in 13:21, while Neumeier finished with a time of 14:26. Senior Jessica Williams and freshman Amy Porter dominated in the 1000 yard race, garnering the first and second places respectively for Lexington. Dennison finished first in the 600 yard race, while freshman Anna Riera finished third with 1:44.

In the mile, Lexington's runners won all the top three spots. Chloe Hill finished first with 5:48, freshman Christine Mancuso was second, with 6:02, and sophomore Suzanne Rommelfanger was third with 6:30. Marzilli again was second in the 45 yard dash with a time of 5.8 seconds, and junior Sarah Libin finished third, with 6.4 seconds. In the hurdles, freshman Michelle Guinane took first place, completing 45 yards in 7.4 seconds, and freshman Lisa Rycroft earned third, with 7.8 seconds.

In the high jump, Rommelfanger took first with a height of 4'6". Granger again won the shot put , this time with 28 feet.

The relay team finished first again, but this time, Kasparian, Riera, Williams and Dennison were the runners with a time of 4:29.

Senior Carrie Granger summed up her prospect of this season. "The team has a lot of potential. We have a lot of talented athletes coming back and also a lot coming up. The underclassmen are really making an impact."

Lexington High's girls indoor track team looks well on its way to being a league-leading team.

Varsity Scoreboard

as of January 11, 1993

Team	W-L-T
Indoor Track	
Boys'	4-0
Girls'	5-0
Boys' Swimming	1-1
Wrestling	1-3
Basketball	
Boys'	7-1
Girls'	6-2
Ice-Hockey	3-3-1